Relationship between Sports Education Students' Team Loyalty and Sports Organization Consumption

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ARTICLE INFO	ABSTRACT
	This research aims to analyze how students who acquire sports education feel about their teams and how they consume sports organizations in terms of many aspects. The Sports Organizations Consumption Scale (SOTS), which has 25 questions and 5 factors, and the Team Loyalty Scale, which has 10 items and 2 factors, were used as evaluation tools. Using the SPSS 25.0 package program, parametric analyses were performed on the acquired data. Then, a "Pearson correlation analysis was used to establish the level and direction of the association between the dependent variables. The students' team loyalty levels and their consumption of sports organizations have been found to have a positive and moderate level relationship ($r= 0.44$; $p<.000$). In terms of gender, class, and being a national athlete, there was a significant difference in the perspectives of students who had athletic training ($p<0.05$).

INTRODUCTION

Sports are activities that individuals engage in with or without the use of tools to protect and maintain their physical and mental health while following scientific techniques. Individuals participate in sportfor a variety of reasons. They can engage in sports for financial gain, career advancement, recreation and so on. Individuals can not only actively participate in sports, but they can also simply enjoy the game with their friends or family for a pleasant time.

With the advancement and diffusion of technology, as well as the acceleration of globalization, sports organizations have become increasingly important in the fast-rising sports sector. Because governments regard these organizations as a window of opportunity in terms of economic, commercial, political, and cultural factors, an increase in the number of nations competing to host sports organizations has been noticed, particularly in recent years. The impact of sports organizations on the host region and country varies depending on the maturity and development level of the host country (Can & Değirmen, 2017). Sports organizations have a significant impact on the economic structure of the cities where they take place. It may enable the city's tourism regions to be recognized and developed, the construction sector to invest more, the expansion of sports facilities, the development of sports culture, and the generation of informed sports audiences and consumers.

Sports groups, which appear to be social organizations, have grown to be one of the most important activities in the world today. There has been a significant increase in spectator or active participation in sports events, owing to factors such as individuals having more free time and thus more participation in social activities, increased interest in sports, easier access to activities, the development of mass media, and the more time allocated for sports in these tools (Dever & Korur, 2018).

Sports organizations are another significant component of sports products. The most essential sports product that connects consumers and sports marketers is sports organizations (Gülter, 2014). Sports consumers can get the benefit they want from this sports product because of the proper and high quality of sports organizations and their regular functioning (Mullin et al., 2000). To make this situation concrete, they are sports organizations such as Olympic Games, Formula 1, World Cups in branches such as Basketball, Football, Tennis and Volleyball, UEFA Champions League. These international sports organizations benefit not just the country, the clubs, and the sportsmen, but also the sports consumers.

The state of identification with the team is constant and does not change with the seasons (Enginkaya, 2014). Wann and Branscombe (1993) describe "identification with the team" as a person's psychological attachment to the team they support. According to Jung (2012), fans who identify strongly with a team perceive it as a reflection of themselves, and their emotional, cognitive, and behavioral reactions differ from those who have a low level of identification. Individuals who have a high level of identification with the team are pleased when the teams they support succeed, and they are disappointed when their team loses (Güllü & Güçlü, 2006). The colors or items used by supporters to symbolize their club on the materials they wear, carry, and use are

another essential indicator of identity (Demirel et al., 2007). Fans can express their support for their favorite team by purchasing licensed sports merchandise from them (Kwak & Kang, 2009). He states that membership of a social group and being seen by others as a member of a group is an important means of expression of an individual's cognitive, sensory and behavioral processes (Tajfel, 1981; 1982). The principles of identification and identity creation are said to have positive effects on the individual (Zelyurt, 2019). The person strives to safeguard his or her positive self by avoiding groups that will have a detrimental impact on his or her self-image and focusing on organizations that will protect or improve his or her self-image (Wann & Branscombe, 1990). Individuals might set a goal or receive a reward for establishing a positive social identity (Turner, 1975).

METHOD

Research Model

The relational screening paradigm, which is one of the main research models, was used to design the study. A study model that tries to determine the presence and/or degree of covariance between two or more variables is a relational survey model, which is one of the general survey model kinds (Fraenkel & Wallen, 2009; Karasar, 2012).

The study's participants are 627 students enrolled at Mardin Artuklu University's College of Physical Education and Sports. The study's sample includes 288 students enrolled at Mardin Artuklu University for the academic year 2021-2022. The purposive sampling technique was used to collect data. Purposive sampling provides for a more in-depth examination of circumstances that are expected to contain a lot of data (Yıldırım & Şimşek, 2021). Table 1 contains information about the pupils' personal characteristics.

Collection of Data

Data were collected by two measurement tools. These are;

Team Loyalty Scale: It was used to measure the loyalty level of the fans towards their teams, a measurement tool modified by Jung (2012) and adapted into Turkish by Polat et al. (2019). The scale is a seven-point Likert scale. The 10-item measurement tool is divided into two sub-dimensions: behavioral and attitudinal brand loyalty. It is designed as "I completely disagree", "I do not agree", "I do not agree slightly", "I am undecided", "I agree slightly", "I agree" and "I completely agree". *Cronbach Alpha* value was measured to ensure reliability in the scale. *Cronbach Alpha* value was found to be 0.84. The scale has been determined to be sufficiently reliable.

Sports Organizations Consumption Scale: The 'Sports Organizations Consumption Scale,' developed by Van der Roest (2016) and adapted to Turkish by Dever and Korur (2018), was used to measure the thoughts of sports fans who actively participate in sports about the consumption of sports organizations. There are five sub-dimensions and 25 questions on the scale. The scale was designed as a 5-point Likert-type including "Completely Disagree", "Disagree",

Table 1. Information about personal characteristics of the sample

Variable	n	%	Total
Gender			
Female	124	43.1	288 (100%)
Male	164	56.9	
Grade			
1st Grade	38	13.2	288 (100%)
2nd Grade	88	30.6	
3rd Grade	90	31.3	
4th Grade	72	25.0	
Participation in Sports			
Yes	202	70.1	288 (100%)
No	86	29.9	
Licensed Merchandise Purchase			
I always buy	56	19.4	288 (100%)
I buy occasionally	160	55.6	
I never buy	72	25.0	
National Athlete			
Yes	24	8.3	288 (100%)
No	264	91.7	

"Undecided", "Agree" and "Completely Agree" options. *Cronbach's Alpha* inner consistency coefficients of 0.74 and higher were considered sufficient. With the decision of the Scientific Research and Publication Ethics Committee of Mardin Artuklu University, dated 11/24/2021 and numbered 2021/10-14, the necessary permissions for the scale method used in this study were obtained.

When reported in Table 2, it can be seen that the data skewness and kurtosis values for the sub-dimensions of the scales are between 2 and -2. According to Hair et al. (2003), this indicates that the data are normally distributed. As a result, parametric tests were used to analyze the research data.

RESULTS

Table 3 shows that there was a statistically significant difference between the team loyalty scale (t=5.19; p=.000), behavioral (t=4.25; p=.000), and attitudinal (t=5.59; p=.000) sub-dimensions (p<0.05). Male students are found to have higher levels of team loyalty than female students. There was no statistically significant difference in the consumption scale (t=.87; p=.388), independence (t=-.08; p=.935), distance (t=.17; p=.861), shyness (t=1.43; p=.153), and service (t=-.71; p=.478) sub-dimensions (p>0.05), but 7 statistical differences in the output (t=2.70; p=.003) sub-dimensions (p<0.05)

According to the results in Table 4, while there was no statistical difference in the attachment loyalty scale sub-dimension (F=2.16; p=.095) and the attitudinal (F=1.56; p=.197) sub-dimension of the students who received sports training, a statistical difference was found in the behavioral (2.68; p=.004) sub-dimension between the team loyalty levels of the fourth-grade students and the team loyalty levels of

Table 2. Research data skewness and kurtosis values

Scales/scale sub-dimensions	N		Skewness	Kurtosis
	Valid	Missing		
Behavioral Loyalty	288	0	-0.371	-0.368
Attitudinal Loyalty	288	0	-0.511	-0.327
Team Loyalty Scale Total	288	0	-0.514	-0.245
Independence	288	0	-0.651	-0.024
Distance	288	0	0.108	0.737
Shyness	288	0	-0.081	0.700
Service	288	0	-0.959	0.825
Out	288	0	-0.156	0.375
Sports Organizations Consumption total	288	0	-0.375	1.476

Table 3. Effect of gender on team loyalty levels and sports organization consumption

Scales/scale sub-dimensions	Gender	n	*M*	*SD*	*t*	*p*
Behavioral Loyalty	Male	164	4.96	1.35	4.25	0.000
	Female	124	4.28	1.32		
Attitudinal Loyalty	Male	164	4.91	1.18	5.59	0.000
	Female	124	4.13	1.14		
Team Loyalty Scale Total	Male	164	4.93	1.18	5.19	0.000
	Female	124	4.20	1.17		
Independence	Male	164	4.17	0.60	-0.08	0.935
	Female	124	4.17	0.70		
Distance	Male	164	3.55	0.69	0.17	0.861
	Female	124	3.53	0.52		
Shyness	Male	164	3.75	0.70	1.43	0.153
	Female	124	3.64	0.52		
Service	Male	164	4.21	0.83	-0.71	0.478
	Female	124	4.28	0.69		
Out	Male	164	3.78	0.86	2.70	0.003
	Female	124	3.54	0.53		
Sports Organizations Consumption total	Male	164	3.86	0.54	0.87	0.388
	Female	124	3.81	0.39		

the third-grade students ($p<0.05$). The fourth-grade students appear to have a higher level of team loyalty.

There was no statistically significant difference in the consumption scale of sports organizations ($F=2.07$; $p=.104$), independence ($F=.06$; $p=.97$), or out ($F=1.22$; $p=.30$) sub-dimensions ($p>0.05$).

According to the sports organizations consumption scale of the students receiving sports education, a statistical difference was found in the distance ($F=5.03$; $p=.002$) sub-dimension ($p<0.05$). The "*LSD*" test, one of the multiple comparison tests, was used to determine between which grade levels the difference existed. There are differences between fourth-grade students and first and second-grade students, as well as third-grade students and first and second-grade students, as a result of the data collected. The fourth-grade students outperformed the first and second-grade students, and the third-grade students outperformed the first and second-grade students. The

consumption scores of the sports organization appear to increase as the students' grade levels rise.

According to the sports organizations consumption scale of the students receiving sports education, a statistical difference was found in the shyness ($F=2.99$; $p=.031$) sub-dimension ($p0.05$). The "*LSD*" test, one of the multiple comparison tests, was used to determine between which grade levels the difference existed. As a result of the data collected, it is clear that there is a distinction between fourth and second-grade students. The difference is clearly in favor of the fourth-grade students.

According to the sports organizations consumption scale of the students receiving sports education, a statistical difference was found in the service ($F=3.41$; $p=.016$) sub-dimension ($p<0.05$). The "*LSD* " test, one of the multiple comparison tests, was used to determine between which grade levels the difference existed. The data obtained revealed statistical differences between first and fourth-year

Table 4. Effect of class on team loyalty levels and sports organization consumption (analysis of variance)

Scale Dimensions	Grade	n	*M*	*SD*	F	*p*	Significant Difference
Behavioral Loyalty	1st Grade	38	4.5	1.40	2.68	0.044	3-4
	2nd Grade	88	4.81	1.22			
	3rd Grade	90	4.40	1.43			
	4th Grade	72	4.94	1.44			
Attitudinal Loyalty	1st Grade	38	4.60	1.21	1.56	0.197	---------
	2nd Grade	88	4.55	1.11			
	3rd Grade	90	4.40	1.37			
	4th Grade	72	4.81	1.16			
Team Loyalty Scale Total	1st Grade	38	4.52	1.24	2.16	0.095	---------
	2nd Grade	88	4.68	1.08			
	3rd Grade	90	4.40	1.36			
	4th Grade	72	4.88	1.20			
Independence	1st Grade	38	4.16	0.78	0.06	0.972	---------
	2nd Grade	88	4.15	0.55			
	3rd Grade	90	4.18	0.67			
	4th Grade	72	4.19	0.66			
Distance	1st Grade	38	3.37	0.28	5.03	0.002	1-3, 1-4, 2-3, 2-4
	2nd Grade	88	3.39	0.58			
	3rd Grade	90	3.65	0.61			
	4th Grade	72	3.68	0.75			
Shyness	1st Grade	38	3.54	0.52	2.99	0.031	2-4
	2nd Grade	88	3.63	0.56			
	3rd Grade	90	3.69	0.54			
	4th Grade	72	3.87	0.81			
Service	1st Grade	38	4.43	0.72	3.41	0.016	1-4, 2-3, 3-4
	2nd Grade	88	4.15	0.76			
	3rd Grade	90	4.38	0.66			
	4th Grade	72	4.07	0.89			
Out	1st Grade	38	3.70	0.68	1.22	0.301	---------
	2nd Grade	88	3.55	0.74			
	3rd Grade	90	3.73	0.71			
	4th Grade	72	3.75	0.81			
Sports Organizations Consumption total	1st Grade	38	3.78	0.36	2.07	0.104	---------
	2nd Grade	88	3.75	0.44			
	3rd Grade	90	3.89	0.42			
	4th Grade	72	3.91	0.62			

students, third and fourth-grade students, and fourth and second-grade students (p<0.05). The difference was found to be in favor of first-grade students and third-grade students.

Table 5 shows that there was a statistically significant difference in team loyalty scale (t=2.63; p=.000), behavioral (t=2.19; p=.025), and attitudinal (t=2.81; p=.000) sub-dimensions (p<0.05). It has been discovered that students who participate in sports have a higher level of team loyalty.

Students receiving sports education's consumption scale (t=1.33; p=.181), independence (t=-1.61; p=.106), shyness (t=1.33; p=.181), and independence (t=-1.61; p=.106) There was no statistically significant difference in the service

(t=-.98; p=.324) and out (t=-.28; p=.776) sub-dimensions (p>0.05), but there was a statistically significant difference in the distance (t=1.97; p=.050) sub-dimension (p<0.05). It has been determined that the difference is that students who participate in sports consume a lot of sports organizations.

According to the results in Table 6, a statistical difference (p<0.05) was found in the sub-dimensions of the team loyalty scale (F=73.29; p=.000), behavioral (F=73.66; p=.000) and attitudinal (F=50.63; p=.000) It has been observed that students who purchase different license products regularly receive higher grades than students who do not purchase any licensed products.

Table 5. Effect of doing sports on team loyalty levels and sports organization consumption (T-test)

Scale Dimensions	Participation in Sports	n	M	SD	t	p
Behavioral Loyalty	Yes	202	4.78	1.34	2.19	0.025
	No	86	4.40	1.44		
Attitudinal Loyalty	Yes	202	4.70	1.18	2.81	0.000
	No	86	4.26	1.27		
Team Loyalty Scale Total	Yes	202	4.74	1.18	2.63	0.000
	No	86	4.33	1.29		
Independence	Yes	202	4.21	0.63	1.61	0.106
	No	86	4.07	0.67		
Distance	Yes	202	3.59	0.63	1.97	0.050
	No	86	3.43	0.60		
Shyness	Yes	202	3.73	0.63	1.33	0.181
	No	86	3.62	0.63		
Service	Yes	202	4.21	0.81	-0.98	0.324
	No	86	4.31	0.67		
Out	Yes	202	3.68	0.74	0.28	0.776
	No	86	3.65	0.75		
Sports Organizations Consumption total	Yes	202	3.86	0.49	1.33	0.183
	No	86	3.78	0.45		

Table 6. Effect of licensed merchandise on team loyalty levels and sports organization consumption (analysis of variance)

Scale Dimensions	Income Level	n	M	SD	F	p	Significant Difference
Behavioral Loyalty	I always buy	56	6.07	0.53	73.66	0.000	1-3
	I buy occasionally	160	4.64	1.14			
	I never buy	72	3.63	1.39			
Attitudinal Loyalty	I always buy	56	5.63	0.65	50.63	0.000	1-3
	I buy occasionally	160	4.58	1.04			
	I never buy	72	3.73	1.31			
Team Loyalty Scale Total	I always buy	56	5.85	0.52	73.29	0.000	1-3
	I buy occasionally	160	4.61	1.00			
	I never buy	72	3.68	1.25			
Independence	I always buy	56	4.52	0.49	13.18	0.000	1-3
	I buy occasionally	160	4.15	0.60			
	I never buy	72	3.95	0.74			
Distance	I always buy	56	3.92	0.57	15.54	0.000	1-2, 1-3
	I buy occasionally	160	3.50	0.60			
	I never buy	72	3.34	0.59			
Shyness	I always buy	56	4.10	0.58	18.62	0.000	1-3
	I buy occasionally	160	3.66	58			
	I never buy	72	3.46	0.64			
Service	I always buy	56	4.44	0.67	4.33	0.010	1-3
	I buy occasionally	160	4.26	0.70			
	I never buy	72	4.04	0.93			
Out	I always buy	56	3.83	0.85	2.05	0.130	1-3
	I buy occasionally	160	3.67	0.70			
	I never buy	72	3.56	0.73			
Sports Organizations Consumption total	I always buy	56	4.1671	0.38	21.86	0.000	1-2, 1-3
	I buy occasionally	160	3.82	0.42			
	I never buy	72	3.64	0.55			

A significant different was found in sports organization consumption scale (F=21.86; p=.000), independence (F=13.18; p=.000), distance (F=15.54; p=. 000), shyness (F=18.62; p=.000), service (F=4.33; p=.010) and out sub-dimensions (F=2.05; p=.130). It is clear that there is a distinction between those who purchase licensed sports products and those who do not, and that those who purchase licensed products consume more sports organizations.

Table 7 shows that the sports science students' team loyalty scale (t=.93; p=.355) was determined by the behavioral (t=.53; p=.59) and attitudinal (t=1.27; p=.,207) sub-dimensions (p>0.05), with no statistically significant difference. There was no statistically significant difference in the consumption scale (t=1.20; p=.236), distance (t=.42; p=.670), shyness (t=1.23; p=.213), service (t=.58; p=.569), and exit (t=-.64; p=.511) sub-dimensions (p>0.05), but statistical difference was found in the independence (t=2.18; p=.020) sub-dimension (p<0.05) This disparity was discovered to be in favor of national athletes.

When looking at Table 8, Pearson Correlation analysis was used to see if there was a significant link between the team loyalty levels of students receiving sports training and the overall scores of sports organization consumption. As a result of the research, it was discovered that there is a positive and moderate level relationship between students receiving sports training and their consumption of sports organizations. It has been seen that when the loyalty of students getting sports education grows, so does their consumption of sports organizations.

DISCUSSION

The following are the conclusions reached as a consequence of the analyses conducted within the scope of the study.

In the research group, there was a substantial difference in the amount of team loyalty. It has been established that men had higher degrees of team loyalty in the sub-dimensions and across the board than women. Polat et al. (2019) found that male participants' team loyalty levels were greater than female participants' team loyalty levels in their studies. Similarly, Ekinci (2018), Dilbaz and Karagün (2014), Demirel et al. (2008), Gençay and Karaküçük (2006), Günay and Tiryaki (2003) revealed that male participants' team loyalty and level of identification were high in their various studies on university students. Gantz and Wenner (1991) discussed the differences in men and women's attitudes toward sports. Manzenreiter (2008), on the other hand, claims that football has a significant societal impact in terms of consumption, lifestyle, and popular culture and that women can gain only as consumers (spectators), not as producers, from this interaction. According to the consumption scale of sports organizations, there was no significant change in the consumption of students who got sports training in the study. The fact that the scale scores are nearly one-to-one with the gender variable can be interpreted to suggest that both male and female students participate in sports. In the research findings, however, there was a considerable difference in favor of men in the out sub-dimension. In contrast to our findings, Karatoprak (2019) discovered that men's consumption of sports organizations is higher than women's consumption. According to Van der Roest (2016) and Lera-López and Rapn-Gárate (2007), there is no substantial difference between men and women when it comes to the overall consumption scale of sports organizations.

Within the scope of the study, there was no discernible variation in the *degrees of team loyalty among students who got athletic instruction according to their courses (Table 3).* Students' team loyalty scores do not differ according to

Table 7. Effect of being a national athlete on team loyalty levels and sports organization consumption (T-test)

Scale Dimensions	National Athlete	n	*M*	*SD*	*t*	*p*
Behavioral Loyalty	Yes	24	4.81	İ. 99	0.53	0.592
	No	264	4.65	1.41		
Attitudinal Loyalty	Yes	24	4.88	0.92	1.27	0.207
	No	264	4.55	1.24		
Team Loyalty Scale Total	Yes	24	4.85	0.88	0.93	0.355
	No	264	4.60	1.25		
Independence	Yes	24	4.45	0.48	2.18	0.020
	No	264	4.14	0.65		
Distance	Yes	24	3.59	0.60	0.42	0.670
	No	264	3.54	0.62		
Shyness	Yes	24	3.85	0.63	1.23	0.213
	No	264	3.69	0.63		
Service	Yes	24	4.33	0.70	0.58	0.569
	No	264	4.23	0.78		
Out	Yes	24	3.58	0.66	-0.64	0.511
	No	264	3.68	0.75		
Sports Organizations Consumption total	Yes	24	3.95	0.43	1.20	0.236
	No	264	3.83	0.48		

Table 8. The level of team loyalty of students receiving sports education and sports organizations have a correlation.

	Sports Organizations Consumption total
Team Loyalty Scale Total	
r	0.445
p	0.000
N	0.288

classes and are fairly high. It may be argued that the kids continually participate in sports, that their sense of belonging is created, and that they regard themselves as belonging to a team in the formation of this result. The behavioral sub-dimension scores of the third-grade pupils were found to be lower. According to the students' grade levels, there was no significant difference in the sports organization consumption scale and the sub-dimensions of freedom and leave. The sub-dimensions of distance, shyness, and service, on the other hand, showed a substantial difference. As students receiving sports education get more information and experience, their attitudes toward sports organizations become more positive.

Within the scope of the study, a substantial *difference in team loyalty levels was detected between students* who got sports instruction and those who did not. It has been discovered that kids who participate in athletics have a higher level of positive team loyalty. It has been observed that as participation in sports grows, so does team loyalty. In a similar study, Mahony and Madrigal (1999) found that supporters with high degrees of loyalty are more likely to attend games, buy club merchandise, watch television, and listen to the radio. There was no significant difference in the consumption of sports organizations by students in the study when the variable associated with participation in sports was examined. It has been observed that sports participation does not result in a good attitude for joining a sports group or participating more.

Within the scope of the study, a substantial difference *was discovered between the amount of team loyalty of students who got sports training and their* purchase of licensed products in sports organizations' consumption (Table 6). As a result of the LSD test, it is evident that team loyalty levels and sports organization consumption of students who buy licensed products differ from those who do not buy at all or only sometimes, and the scores of those who buy licensed products are high. In their study, Wu, Tsai, and Hung (2012) discovered that identification influenced fan loyalty favorably. They examined loyalty factors using questions about viewing games from the stadium, on TV and buying team merchandise.

Within the scope of the study, there was no discernible *difference in the degrees of team loyalty among students who received sports* training based on their status as national athletes (Table 7). There was no change since the students who received sports education were persons who participated in sports and were involved in sports. Kids

have a high level of team loyalty. Only the sub-dimension of independence in the consumption of sports organizations by students getting sports training showed a statistical difference. It may be claimed that the consumption of sports organizations by students who participate in national teams is more positive, and they have an isomorphic mindset. National athletes are more advanced in terms of both sports and scientific knowledge and skills, and they can be said to be continually involved in sports organizations. The remaining dimensions and sub-dimensions of the scale, on the other hand, showed no statistical difference. In his study, Arslan (2020) found similar results and found no difference in sports organization consumption between national team athletes and students who are not on the national team throughout the scale.

According to the correlation study, there may be a minor increase in sports organization consumption in tandem with an increase in the level of team loyalty among students who undergo sports training. According to this, if students' team devotion to the teams they support grows, so will their consumption of sports organizations, albeit in a minor way. According to Karatoprak (2020), as sports fans' identification status improves, their attitudes toward sports organizations improve as well.

Recommendations

The following suggestions can be made based on these findings:
- In the future, more comprehensive research should be conducted, taking into account geographical disparities.
- In sports organizations, it should be done on athletes, trainers, and spectators.
- Using different team belonging or supporter scales in the sports organization consumption scale, new research is suggested.

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